# University of Texas Libraries

## Integrating Information Literacy
## into your Signature Course with Library Instruction Services
### http://www.lib.utexas.edu/signaturecourses

**Information Literacy:** The ability to find and evaluate information; research skills.

**Library Instruction Services:** A team of librarians dedicated to working with Signature Course faculty to ensure that information literacy competencies are met.

**Our Mission:** To collaborate with faculty and TAs to build and maintain a framework for enabling Signature Course students the opportunity to develop their information literacy and critical thinking skills.

---

### Three Core Information Literacy Competencies
The core curriculum specifies that students should finish Signature Courses with the ability to:

1. Create and execute a research strategy
2. Critically evaluate information
3. Use citations

### How we can support your course
We tailor our approach to your needs, and help you integrate information literacy into your course structure.
Contact us at lib-instruction@utlists.utexas.edu to discuss your course.
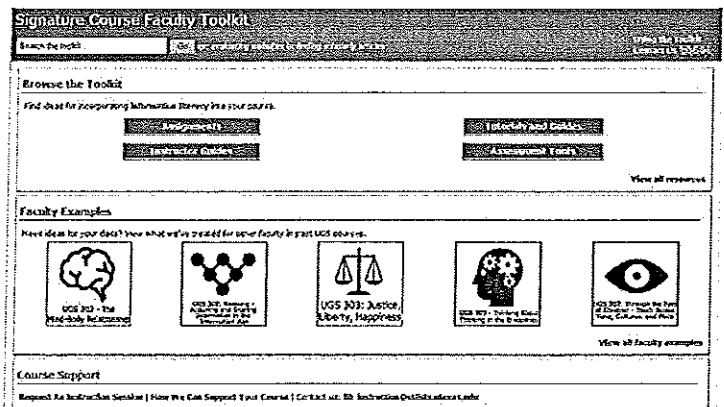
### Popular approaches include:
- Tailored exercises, assignments, and research guides
- Library instruction sessions, tied to one of your assignments and taught by a librarian
- Training for TAs in Large Format Signature Courses
- Online tutorials tied to course content

### Online resources:
Use our Signature Course Faculty Toolkit to find assignments, tutorials, examples of what other faculty have done, and more. Request tailored versions of resources for your class or just get ideas.

Site: http://www.lib.utexas.edu/signaturecourses



---

**Starting assignment design?**
First-year students learn best from assignments that provide concrete and specific guidance on research methods. We can help you design assignments that will guide your students toward effective research. One tool we use in consultation with Signature Course faculty is the *Research Guidance Rubric for Assignment Design*, provided on the back of this handout. This tool promotes assignments that include:
- Clear expectations about source requirements
- A clear rationale and context for resource requirements
- Focus on the research process
- Library engagement

# RESEARCH GUIDANCE RUBRIC FOR ASSIGNMENT DESIGN

| Guidance Level (0) | Guidance Level (1) | Guidance Level (2) | Guidance Level (3) |
|---|---|---|---|
| **Explanation/definition of sources and expectations** | | | |
| The assignment does not describe or explain sourcing expectations. | Some general guidelines for evaluating a source's appropriateness to the assignment are given.<br><br>Inexact quantities are given for the required number of sources (e.g., "several" or "an adequate number.")<br><br>Methods and tools for resource discovery are described in general terms (e.g., "use the library.") | All relevant qualities of acceptable sources are listed (e.g., peer-reviewed/popular/trade, primary/secondary, qualitative/quantitative, recency)<br><br>The required number of sources is stated as a number or range of numbers.<br><br>Methods and tools for resource discovery are described by broad type (e.g., "use a library database that includes scholarly articles.") | All relevant qualities of acceptable sources are listed and clearly defined.<br><br>The required number of sources is given as a range or the assignment gives a clear explanation of how a student will know when they have an adequate number of sources.<br><br>Methods and tools for resource discovery are discussed and/or demonstrated in detail. |
| **Rationale and context for resource requirements** | | | |
| Resource requirements are neither linked to the assignment's learning objectives nor given any context-dependence. | Resource requirements are described as having learning value (e.g., "It's important that you meet these requirements.")<br><br>Contextual exceptions to the resource requirements are mentioned as possible. | All resource requirements are linked to the assignment's stated learning objectives.<br><br>Contextually exceptional sourcing scenarios are discussed hypothetically. | Each resource requirement is linked to the assignment's stated learning objectives for reasons that are made clear.<br><br>Students are invited to discuss any unique sourcing circumstances with the professor and/or librarian. |
| **Process-orientation** | | | |
| The assignment doesn't address the process of research, only the final product. | The assignment acknowledges and perhaps even describes the research process but includes no components that require students show their engagement with the process.<br><br>The assignment is graded without particular consideration given to the quality of research. | Assignment includes at least one component that requires students to make the process of research explicit and is evaluated by the professor. Examples include:<br><br>• Annotated bibliographies<br>• Paper proposals<br>• Literature reviews<br>• Research journals<br>• Online group discussion forums<br>• Wikis that show process | Process components require students to apply information literacy skills like those delineated in the core competencies and are:<br><br>• a portion of the assignment's final grade<br>• evaluated in advance of the final product to allow student to act on feedback and guidance from the professor |
| **Library Engagement** | | | |
| No engagement with the library resources or Signature Course librarian. | Students are given general instructions on library tools (e.g., databases, call number ranges, etc.) and resources, possibly including the name of the appropriate librarian. | Discipline-specific resources are identified (e.g., library guides, disciplinary databases.)<br><br>A Signature Course librarian is consulted for suggestions and possible collaboration. | The most relevant library tools are identified and demonstrated to students in class.<br><br>If the Signature Course librarian is consulted or is teaching a session, she is made familiar with the assignment and is able to make recommendations accordingly. |

Based on Research Guidance Rubric by Pete Coco and Hazel McClure of Grand Valley State University (http://goo.gl/836CK)